



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10651251
SAU: Gorham School Department
School: Village Elementary School-Gorh

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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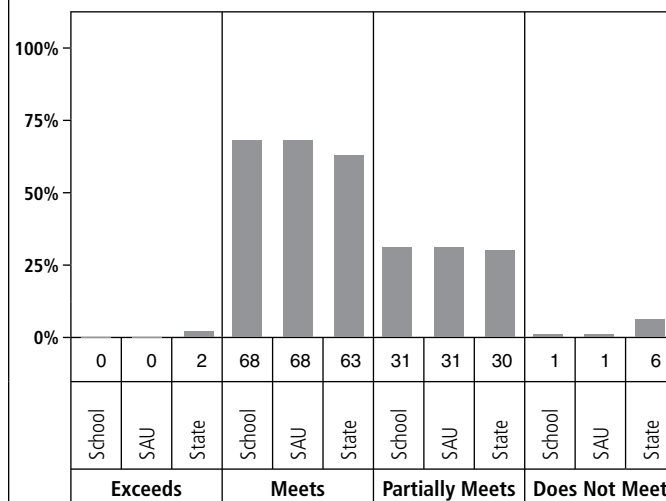
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 3
 SAU: Gorham School Department
 School: Village Elementary School-Gorh

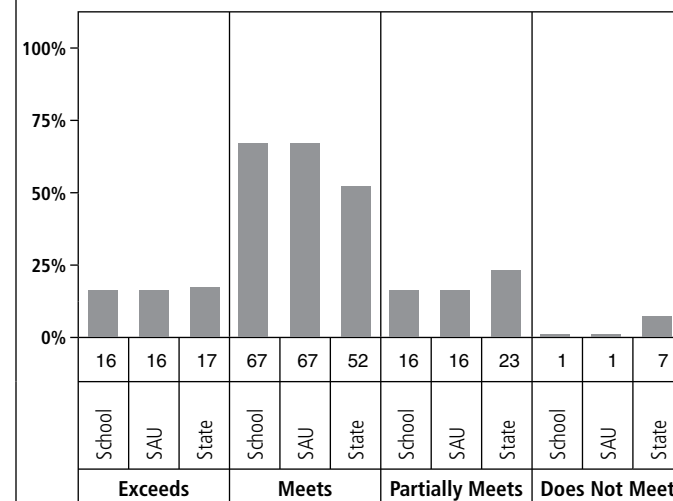
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	344	344	345
2007–2008	342	342	344
2008–2009	345	345	345
Cum. Avg.*	344	344	345
Mathematics			
2006–2007	344	344	347
2007–2008	344	344	347
2008–2009	351	351	348
Cum. Avg.*	346	346	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Gorham School Department
School: Village Elementary School-Gorh

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	196	100	196	100	13763	100	194	99	194	99	13691	100	194	99	194	99	13691	100						
Ethnicity African American/Black	4	2	4	2	416	3	4	100	4	100	412	99	4	100	4	100	414	100						
American Indian or Native Alaskan	2	1	2	1	102	1	2	100	2	100	101	100	2	100	2	100	101	100						
Asian or Pacific Islander	4	2	4	2	232	2	4	100	4	100	226	97	4	100	4	100	227	98						
Hispanic	1	1	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	185	94	185	94	12846	93	183	99	183	99	12788	100	183	99	183	99	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	27	14	27	14	2414	18	27	100	27	100	2388	100	27	100	27	100	2388	100						
Current LEP	2	1	2	1	420	3	2	100	2	100	413	98	2	100	2	100	417	99						
Economically disadvantaged	42	21	42	21	5887	43	41	98	41	98	5847	100	41	98	41	98	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	154	79	154	79	10316	75	154	79	154	79	10355	75						
Identified disability (PET/IEP)	9	6	9	6	437	4	9	6	9	6	445	4						
LEP	1	1	1	1	192	2	1	1	1	1	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	37	19	37	19	3179	23	39	20	39	20	3152	23						
Identified disability (PET/IEP)	15	41	15	41	1757	55	17	44	17	44	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	22	59	22	59	1192	37	22	56	22	56	1157	37						
Participation through alternate assessment (PAAP)	3	2	3	2	194	1	1	1	1	1	184	1						
Identified disability (PET/IEP)	3	100	3	100	194	100	1	100	1	100	184	100						
LEP	1	33	1	33	5	3	1	100	1	100	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	2	1	2	1	53	0	2	1	2	1	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Gorham School Department
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	2	1	2	1	332	2
	2007-2008	2	1	2	1	227	2
	2008-2009	0	0	0	0	262	2
	Cum. Total*	4	1	4	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	114	61	114	61	8691	63
	2007-2008	116	58	116	58	8403	62
	2008-2009	130	68	130	68	8500	63
	Cum. Total*	360	62	360	62	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	59	31	59	31	3781	27
	2007-2008	57	28	57	28	4018	30
	2008-2009	59	31	59	31	3985	30
	Cum. Total*	175	30	175	30	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	13	7	13	7	1021	7
	2007-2008	26	13	26	13	938	7
	2008-2009	2	1	2	1	748	6
	Cum. Total*	41	7	41	7	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.0	63.0	29.0	63.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.5	64.1	20.5	64.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.5	60.7	8.5	60.7	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Gorham School Department
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	0	0	130	68	59	31	2	1	345	191	0	68	31	1	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	4										4						402	0	40	41	18	339
American Indian or Native Alaskan	2										2						99	0	64	31	5	343
Asian or Pacific Islander	3										3						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	181	0	0	123	68	56	31	2	1	345	181	0	68	31	1	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	8	33	15	63	1	4	340	24	0	33	63	4	340	2194	0	32	50	18	338
No	167	0	0	122	73	44	26	1	1	346	167	0	73	26	1	346	11301	2	69	26	3	346
Current LEP																						
Yes	1										1						406	0	39	41	20	339
No	190	0	0	130	68	58	31	2	1	345	190	0	68	31	1	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	38	0	0	20	53	17	45	1	3	343	38	0	53	45	3	343	5721	1	52	39	9	342
No	153	0	0	110	72	42	27	1	1	345	153	0	72	27	1	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	191	0	0	130	68	59	31	2	1	345	191	0	68	31	1	345	13489	2	63	30	6	345
Gender																						
Female	92	0	0	67	73	25	27	0	0	346	92	0	73	27	0	346	6568	3	67	26	4	346
Male	99	0	0	63	64	34	34	2	2	344	99	0	64	34	2	344	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	38	0	0	18	47	19	50	1	3	342	38	0	47	50	3	342	2300	0	39	49	11	340
No	153	0	0	112	73	40	26	1	1	346	153	0	73	26	1	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	191	0	0	130	68	59	31	2	1	345	191	0	68	31	1	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Gorham School Department
 School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	6	75	2	25	0	0	345	4	0	75	25	0	345	5	1	44	39	16	340
B. less than one hour	77	0	0	98	69	44	31	1	1	345	77	0	69	31	1	345	80	2	66	28	4	345
C. one to two hours	16	0	0	20	69	8	28	1	3	345	16	0	69	28	3	345	13	2	61	32	6	344
D. more than two hours	3	0	0	4	67	2	33	0	0	343	3	0	67	33	0	343	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	0	0	70	80	16	18	1	1	347	46	0	80	18	1	347	47	3	68	24	4	346
B. good	49	0	0	55	59	37	40	1	1	344	49	0	59	40	1	344	41	1	62	31	5	344
C. fair	5	0	0	5	56	4	44	0	0	342	5	0	56	44	0	342	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	0	0	46	92	4	8	0	0	347	26	0	92	8	0	347	31	3	63	28	6	345
B. They match some of what I have learned.	61	0	0	71	61	43	37	2	2	344	61	0	61	37	2	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	8	0	0	8	53	7	47	0	0	343	8	0	53	47	0	343	14	1	53	39	7	342
D. There is no match.	5	0	0	5	56	4	44	0	0	343	5	0	56	44	0	343	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	13	59	9	41	0	0	343	12	0	59	41	0	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	65	0	0	84	68	37	30	2	2	345	65	0	68	30	2	345	57	2	68	26	3	346
C. easier than my regular schoolwork	23	0	0	32	73	12	27	0	0	345	23	0	73	27	0	345	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	10	0	0	5	28	12	67	1	6	340	10	0	28	67	6	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	52	0	0	65	66	32	33	1	1	344	52	0	66	33	1	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	39	0	0	59	81	14	19	0	0	347	39	0	81	19	0	347	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	26	81	6	19	0	0	346	17	0	81	19	0	346	22	3	67	25	4	346
B. 20 minutes to an hour	71	0	0	92	70	38	29	2	2	345	71	0	70	29	2	345	46	2	68	26	4	346
C. less than 20 minutes	6	0	0	4	36	7	64	0	0	343	6	0	36	64	0	343	18	1	56	36	8	343
D. I rarely read at home.	6	0	0	6	50	6	50	0	0	342	6	0	50	50	0	342	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	29	51	27	47	1	2	343	30	0	51	47	2	343	29	1	56	36	7	343
B. six to ten pages	24	0	0	34	74	11	24	1	2	346	24	0	74	24	2	346	21	2	62	31	5	344
C. eleven or more pages	45	0	0	65	76	20	24	0	0	346	45	0	76	24	0	346	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	2	100	0	0	333	50	0	0	100	0	333						
C.	50	0	0	0	0	2	100	0	0	336	50	0	0	100	0	336						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Gorham School Department
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	15	8	15	8	1985	14
	2007-2008	26	13	26	13	2277	17
	2008-2009	31	16	31	16	2328	17
	Cum. Total*	72	12	72	12	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	97	52	97	52	6990	51
	2007-2008	101	51	101	51	6764	50
	2008-2009	129	67	129	67	7045	52
	Cum. Total*	327	56	327	56	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	61	32	61	32	3673	27
	2007-2008	48	24	48	24	3504	26
	2008-2009	31	16	31	16	3137	23
	Cum. Total*	140	24	140	24	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	15	8	15	8	1193	9
	2007-2008	25	13	25	13	1044	8
	2008-2009	2	1	2	1	997	7
	Cum. Total*	42	7	42	7	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	33.7	70.2	33.7	70.2	31.5	65.6
A. Number	20	42	13.6	68.0	13.6	68.0	12.8	64.0
B. Data	8	17	6.5	81.3	6.5	81.3	6.1	76.3
C. Geometry	8	17	5.9	73.8	5.9	73.8	5.5	68.8
D. Algebra	12	25	7.7	64.2	7.7	64.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Gorham School Department
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	193	31	16	129	67	31	16	2	1	351	193	16	67	16	1	351	13507	17	52	23	7	348
Ethnicity																						
African American/Black	4										4						407	7	37	32	24	338
American Indian or Native Alaskan	2										2						99	7	47	38	7	344
Asian or Pacific Islander	3										3						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	183	30	16	122	67	29	16	2	1	351	183	16	67	16	1	351	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	15	58	9	35	2	8	344	26	0	58	35	8	344	2204	6	36	36	22	338
No	167	31	19	114	68	22	13	0	0	352	167	19	68	13	0	352	11303	19	55	21	4	350
Current LEP																						
Yes	1										1						412	7	37	35	21	339
No	192	31	16	128	67	31	16	2	1	351	192	16	67	16	1	351	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	40	2	5	28	70	8	20	2	5	347	40	5	70	20	5	347	5727	10	48	31	12	343
No	153	29	19	101	66	23	15	0	0	352	153	19	66	15	0	352	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	193	31	16	129	67	31	16	2	1	351	193	16	67	16	1	351	13501	17	52	23	7	348
Gender																						
Female	92	15	16	59	64	17	18	1	1	351	92	16	64	18	1	351	6568	16	52	24	8	348
Male	101	16	16	70	69	14	14	1	1	351	101	16	69	14	1	351	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	38	1	3	23	61	14	37	0	0	344	38	3	61	37	0	344	2300	4	43	39	14	340
No	155	30	19	106	68	17	11	2	1	353	155	19	68	11	1	353	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	193	31	16	129	67	31	16	2	1	351	193	16	67	16	1	351	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Gorham School Department
 School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	7	88	1	13	0	0	349	4	0	88	13	0	349	5	9	38	32	21	340
B. less than one hour	77	25	17	98	68	20	14	2	1	351	77	17	68	14	1	351	80	19	54	22	5	349
C. one to two hours	15	5	17	18	62	6	21	0	0	351	15	17	62	21	0	351	13	16	51	24	9	347
D. more than two hours	3	0	0	4	67	2	33	0	0	344	3	0	67	33	0	344	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	16	27	38	63	6	10	0	0	355	32	27	63	10	0	355	40	25	51	17	7	351
B. good	50	13	14	67	72	12	13	1	1	351	50	14	72	13	1	351	45	14	56	24	6	348
C. fair	16	2	7	17	59	9	31	1	3	345	16	7	59	31	3	345	12	7	49	34	10	343
D. poor	2	0	0	2	50	2	50	0	0	341	2	0	50	50	0	341	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	16	21	46	61	13	17	0	0	352	40	21	61	17	0	352	38	23	52	19	5	351
B. They match some of what I have learned.	45	11	13	61	72	11	13	2	2	351	45	13	72	13	2	351	45	16	56	22	6	348
C. They match just a little of what I have learned.	12	3	14	13	59	6	27	0	0	347	12	14	59	27	0	347	12	10	45	33	12	343
D. There is no match.	3	1	17	4	67	1	17	0	0	355	3	17	67	17	0	355	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	10	63	5	31	1	6	345	9	0	63	31	6	345	17	8	45	34	13	342
B. about the same as my regular schoolwork	69	23	18	86	68	16	13	1	1	352	69	18	68	13	1	352	59	19	55	21	5	350
C. easier than my regular schoolwork	22	7	17	25	61	9	22	0	0	350	22	17	61	22	0	350	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	17	5	16	16	52	9	29	1	3	346	17	16	52	29	3	346	15	8	41	35	15	341
B. 30–45 minutes	42	16	21	52	68	7	9	1	1	353	42	21	68	9	1	353	29	16	54	23	6	348
C. 45–60 minutes	20	5	14	22	59	10	27	0	0	351	20	14	59	27	0	351	32	21	55	19	5	350
D. more than 60 minutes	21	5	13	30	77	4	10	0	0	352	21	13	77	10	0	352	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	4	50	4	50	0	0	343	4	0	50	50	0	343	6	6	33	39	23	337
B. two or three days a week	23	6	14	31	70	6	14	1	2	350	23	14	70	14	2	350	12	15	55	22	8	348
C. two or three times each month	33	12	19	46	74	3	5	1	2	353	33	19	74	5	2	353	26	20	56	19	5	350
D. never or almost never	40	12	16	46	61	17	23	0	0	350	40	16	61	23	0	350	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	39	9	12	52	71	12	16	0	0	350	39	12	71	16	0	350	37	14	51	27	9	346
B. two or three days a week	33	8	13	45	74	8	13	0	0	351	33	13	74	13	0	351	27	20	55	19	6	350
C. two or three times each month	14	7	26	15	56	3	11	2	7	351	14	26	56	11	7	351	19	22	53	19	6	350
D. never or almost never	14	7	27	14	54	5	19	0	0	354	14	27	54	19	0	354	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	50	1	50	326	50	0	0	50	50	326						
C.	50	0	0	1	50	1	50	0	0	341	50	0	50	50	0	341						
D.	0										0											

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